

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

Candidate: Melinda Butler	Mentor/Title:	School/District: Cobb
Course: 7455 Multi Media		Professor/Semester: Dr. Moore/Fall'12

Part I: Log

(This log contains space for up to 5 different field experiences for your 10 hours. You may only need one! If you have fewer field experiences, just delete the extra rows. If you have more than 5 field experiences, please copy and paste additional rows. Thank you!)

Date(s)	1 st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection <small>(Minimum of 3-4 sentences per question)</small>																																																																																																																				
9-17-12 9-19-12 9-24-12 9-25-12 9-28-12	Observed Max in his classroom as he worked independently, participated in activities that he was involved in, sat in his group as he worked with classmates, helped him when I saw that he needed help with something- These are the activities that I did as I observed Max. I visited his classroom on 5 occasions and stayed for 1 hour on each date. Total 5 hours	2.5- Differentiation 2.1- Content Standards & Student Technology Standards 3.4-Adaptive & Assistive Technology	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? Max is a low vision student. It was great to see him so comfortable with using the ZoomText in the classroom. If he ever needed help and his teacher was busy, his classmates jumped right in to help him. You can tell that Max feels very comfortable in his setting. He does not feel ostracized at all for needing the A. T.</p> <p>2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.) This experience helped me comprehend what a classroom with assistive technology being used looks like. It taught me to be open in case I am ever given a student that may need it. It taught me to be open and positive as the future only brings more possibilities of</p>																																																																																																																				
<p>DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 25%;">Ethnicity</th> <th colspan="4">P-12 Faculty/Staff</th> <th colspan="4">P-12 Students</th> </tr> <tr style="background-color: #e0e0e0;"> <th></th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr style="background-color: #e0e0e0;"> <td>Race/Ethnicity:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Asian</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Black</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Hispanic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>White</td> <td style="text-align: center;">x</td><td></td><td></td><td></td><td style="text-align: center;">x</td><td></td><td></td><td></td> </tr> <tr> <td>Multiracial</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr style="background-color: #e0e0e0;"> <td>Subgroups:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Students with Disabilities</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Limited English Proficiency</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Eligible for Free/Reduced Meals</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>				Ethnicity	P-12 Faculty/Staff				P-12 Students					P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	Race/Ethnicity:									Asian									Black									Hispanic									Native American/Alaskan Native									White	x				x				Multiracial									Subgroups:									Students with Disabilities									Limited English Proficiency									Eligible for Free/Reduced Meals							
Ethnicity	P-12 Faculty/Staff				P-12 Students																																																																																																																		
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12																																																																																																															
Race/Ethnicity:																																																																																																																							
Asian																																																																																																																							
Black																																																																																																																							
Hispanic																																																																																																																							
Native American/Alaskan Native																																																																																																																							
White	x				x																																																																																																																		
Multiracial																																																																																																																							
Subgroups:																																																																																																																							
Students with Disabilities																																																																																																																							
Limited English Proficiency																																																																																																																							
Eligible for Free/Reduced Meals																																																																																																																							

			<p>this having to happen. It teaches me to welcome differentiation with open arms. I know that I am able to teach students with disabilities so that they can gain access to the curriculum and that they may need accommodations and that is ok.</p> <p>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? This field experience impacted the staff at my school due to the positive energy that was flowing as I shared the experiences with my teammates and with the administration. They were pleased to see what I had learned and my positive energy coming from this experience. The impact can be assessed as I commit to being a coach at my school and show the desire to learn about more options with Assistive Technology. As we learned, not all students that can benefit from A. T. need to have a disability.</p>
Date(s)	2nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
			<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p>

DIVERSITY

(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)

Ethnicity	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian								
Black								
Hispanic								
Native American/Alaskan Native								
White								
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Date(s)	3rd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
----------------	--	-----------------------------	--

			<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p>																																																																																																																					
<p>DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Ethnicity</th> <th colspan="4">P-12 Faculty/Staff</th> <th colspan="4">P-12 Students</th> </tr> <tr> <th></th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr> <td>Race/Ethnicity:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Asian</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Black</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Hispanic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>White</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Multiracial</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Subgroups:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Students with Disabilities</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Limited English Proficiency</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Eligible for Free/Reduced Meals</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>				Ethnicity	P-12 Faculty/Staff				P-12 Students					P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	Race/Ethnicity:									Asian									Black									Hispanic									Native American/Alaskan Native									White									Multiracial									Subgroups:									Students with Disabilities									Limited English Proficiency									Eligible for Free/Reduced Meals								
Ethnicity	P-12 Faculty/Staff				P-12 Students																																																																																																																			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12																																																																																																																
Race/Ethnicity:																																																																																																																								
Asian																																																																																																																								
Black																																																																																																																								
Hispanic																																																																																																																								
Native American/Alaskan Native																																																																																																																								
White																																																																																																																								
Multiracial																																																																																																																								
Subgroups:																																																																																																																								
Students with Disabilities																																																																																																																								
Limited English Proficiency																																																																																																																								
Eligible for Free/Reduced Meals																																																																																																																								
<p>2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)</p>																																																																																																																								
<p>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</p>																																																																																																																								
Date(s)	4th Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)																																																																																																																					

			<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p>																																																																																																																					
<p>DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Ethnicity</th> <th colspan="4">P-12 Faculty/Staff</th> <th colspan="4">P-12 Students</th> </tr> <tr> <th></th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> <th>P-2</th> <th>3-5</th> <th>6-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr> <td>Race/Ethnicity:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Asian</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Black</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Hispanic</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Native American/Alaskan Native</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>White</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Multiracial</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Subgroups:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Students with Disabilities</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Limited English Proficiency</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Eligible for Free/Reduced Meals</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>				Ethnicity	P-12 Faculty/Staff				P-12 Students					P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12	Race/Ethnicity:									Asian									Black									Hispanic									Native American/Alaskan Native									White									Multiracial									Subgroups:									Students with Disabilities									Limited English Proficiency									Eligible for Free/Reduced Meals								
Ethnicity	P-12 Faculty/Staff				P-12 Students																																																																																																																			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12																																																																																																																
Race/Ethnicity:																																																																																																																								
Asian																																																																																																																								
Black																																																																																																																								
Hispanic																																																																																																																								
Native American/Alaskan Native																																																																																																																								
White																																																																																																																								
Multiracial																																																																																																																								
Subgroups:																																																																																																																								
Students with Disabilities																																																																																																																								
Limited English Proficiency																																																																																																																								
Eligible for Free/Reduced Meals																																																																																																																								
<p>2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)</p>																																																																																																																								
<p>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</p>																																																																																																																								
Date(s)	5th Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)																																																																																																																					

--	--	--

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

DIVERSITY

(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)

Ethnicity	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian								
Black								
Hispanic								
Native American/Alaskan Native								
White								
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

--	--	--